DOCUMENT RESUME

ED 054 412 AC 010 640

| | |
|---|---|
| TITLE | Demonstration, Developmental and Research Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults. Counselor Aides; Virginia State Module. Final Report Series. |
| INSTITUTION | Morehead State Univ., Ky. Appalachian Adult Basic Education Demonstration Center. |
| SPONS AGENCY | Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C. |
| PUB DATE | 30 Sep 70 |
| GRANT | OEG-2-7-005077-5077(324) |
| NOTE | 73p.; Subcontract AABEDC No. 6 |
| EDRS PRICE | MF-$0.65 HC-$3.29 |
| DESCRIPTORS | Academic Achievement; *Adult Basic Education; *Counseling Programs; *Educational Improvement; Educational Interest; *Inservice Courses; *Nonprofessional Personnel |
| IDENTIFIERS | Virginia |

ABSTRACT

The Counselor-Aide Program is implemented by para-professionals working cooperatively with a certified counselor, in an effort to raise the economic level of the adults in Carroll County, through an improvement in the educational level of achievement. The counselor aides feel that they have been reasonably successful in meeting the objectives as stated. Approximately 800 contacts have been made since September 1, 1969, including new contact and follow-ups. Several have returned to Adult Basic Education classes; others have expressed a desire to enroll when classes resume in the fall of 1970; and still others have since earned the high school equivalency certificate. Upon rating the duties and responsibilities of the counselor-aides, it was revealed that there was poor communication between the employment office and personnel managers in industry and the counselor aides, in an effort to secure names of prospective Adult Basic Education students. The tabulations found in this report portray the various areas covered in gaining an understanding of the program and students. Home visits and presentation of Adult Basic Education programs to civic groups produced the most interest and participation. Two main causes for withdrawal from classes were: (1) earned G.E.D. Certificate, (2) classes conflicted with shift-work schedule. (For related documents see AC 010 638 and 639.) (Author/DB)

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# APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER

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VIRGINIA

COUNSELOR AIDES

# STATE MODULE FINAL REPORT

AC010644

AUGUST 31, 1970

MOREHEAD STATE UNIVERSITY

MOREHEAD, KENTUCKY

ED054412

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# Final Evaluation of Virginia State Module

Carroll County Counselor-Aides
Hillsville, Virginia

Project Number OEG-2-7-005077-5077-6 (324)

A Component of the Appalachian
Adult Basic Education Demonstration Center

Morehead State University
Morehead, Kentucky

George W. Eyster
Executive Director

June 15, 1970

FINAL REPORT SERIES

Project No.: 9-3-S-2-017

Grant No.: OEG-2-7-005077-5077 (324)

# DEMONSTRATION, DEVELOPMENTAL AND RESEARCH PROJECT FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS

Subcontract No.: AABEDC No. 6

## COUNSELOR AIDES

## VIRGINIA STATE MODULE

Gary Lowe, Director

Date: September 30, 1970

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT
OF
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BUREAU OF ADULT, VOCATIONAL, AND
TECHNICAL EDUCATION

Funded under the authority of Public Law: 89-750, Title III Section 309 (b) Adult Basic Education "Special Projects" of THE ADULT EDUCATION ACT OF 1966, AS AMENDED.

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ABSTRACT

The Counselor-Aide Program is implemented by para-professionals working cooperatively with a certified counselor, in an effort to raise the economic level of the adults in Carroll County, through an improvement in the educational level of achievement.

The Counselor-Aides feel that they have been reasonably successful in meeting the objectives as stated. Approximately 800 contacts have been made since September 1, 1969, including new contacts and follow-ups. Several have returned to Adult Basic Education classes; others have expressed a desire to enroll when classes resume in the fall of 1970; and still others have since earned the high school equivalency certificate.

Upon rating the duties and responsibilities of the Counselor-Aides, it was revealed that there was poor communication between the employment office and personnel managers in industry and the Counselor-Aides, in an effort to secure names of prospective Adult Basic Education students.

The tabulations found in this report portray the various areas covered in gaining an understanding of the program and students.

Home visits and presentation of Adult Basic Education programs to civic groups produced the most interest and participation.

Two main causes for withdrawal from classes were--(1) earned G. E. D. Certificate (2) classes conflicted with shift work schedule.

Students traveled from one-half mile to sixteen miles, with an average distance of approximately four miles, to attend class. There was an even division between travel on hard-surface roads and dirt and gravel roads. A very few walked.

We feel that we have not progressed as far as we would have liked, but a more intensive effort in the future, including more extensive publicity, will bring more rewarding results.

# INTRODUCTION

The Counselor-Aide Program, organized in Carroll County, Virginia in 1968, has improved the understanding of the general public as to what is being provided in the area of adult education.

Major concerns include the low-average level of grade completion in Carroll County and the need to build some type of program for adults at all levels of academic achievement. According to the 1960 census, there were, in the county, more than 12,500 adults, twenty-five years of age or older, 72% of whom had less than an eighth grade education. Many persons eligible for enrollment in the Adult Basic Education Program need extra encouragement to help them gain enough self-confidence to want to participate in the program.

Para-professionals are used to establish better lines of communication between students and the Adult Education Program, business and industry.

These problems need to be solved in order to help in raising the economic status of the individuals, thereby improving the economic status of the community. This has been accomplished to some extent, as evidenced by job improvement upon earning the high school equivalency certificate and the opening of new career opportunities, upon reaching the equivalence of an eighth grade education.

There are some students in the community who express eternal gratitude to the Counselor-Aides for their assistance in enrolling them in an adult educational improvement program. However, there are still those who refuse the opportunities offered by our program.

There are other groups in the community concerned enough with the need for an adult education program to allow the Counselor-Aides to speak to them. However, it seems that, to this point, their intentions have been stronger than their actions. It is hoped that, through more forceful publicity, the interest, hence the program, will expand.

OBJECTIVES

I. Is there a justifiable need for full-time guidance services for Adult Basic Education students in rural areas?

This is not consistent with the realities of the Virginia Project since money already is provided for counselors for Adult Basic Education.

II. Is guidance a highly skilled and technical process which can only be undertaken by a skilled counselor?
IV. To ascertain the role and responsibility of counselor-aides in Adult Basic Education.

These two objectives will be reported in the following manner:

A. Duties that the counselor-aide has been able to accomplish successfully in the Adult Education Program. These are rated as to effectiveness, 10 being most effective and 1, the least.

| | Aide 1 | Aide 2 | Counselor-Consultant |
|---|---|---|---|
| 1. Contacts made by Securing Names of Prospective Adult Basic Education Students | | | |
| a. From members of Adult Basic Education classes and teachers | 6 | 6 | 7 |
| b. From drop-out lists (Adult Basic Education teachers) | 4 | 5 | 5 |
| c. From a friend's recommendation | 5 | 5 | 5 |
| d. From a list of persons scoring low on first attempt of G. E. D. test | 6 | 7 | 7 |
| e. From Adult Basic Education students' friends' recommendations | 4 | 4 | |
| 2. Home Visitation for Recruiting | | | |
| a. Use of data forms | 6 | 6 | 7 |
| b. Follow-up visits when necessary | 6 | 7 | 7 |
| 3. The Importance of the Counselor-Aide to be in Class When Recruit Arrives | 5 | 6 | 7 |
| 4. Assist with Standardized Test Administration, Scoring, and Interpretation | 6 | 7 | 8 |
| 5. Distribution of Materials and Equipment to Individual Centers | 6 | 6 | 8 |

*For supportive data, refer to Appendix pages 1-18.

| | Aide 1 | Aide 2 | Counselor-Consultant |
|---|---|---|---|
| 6. Compile and Keep Updated a Cumulative File on Each Participant in Adult Basic Education Classes. | 7 | 6 | 8 |
| 7. Keep Personnel Data Form and Follow-Up Form on Each Person Visited | 7 | 7 | 7 |
| 8. Participate in Formalized Classroom Study to Become Better Qualified to Work with Adult Students | 6 | 7 | 7 |
| 9. Make Necessary Referrals to Other Agencies When Approaced with a Situation Requiring Unavailable Information | 6 | 5 | 6 |
| 10. Follow-Up of Prior Adult Basic Education Students to Find Reasons for Dropping Out and Trying to Eliminate These Reasons | 8 | 7 | 8 |
| 11. Collect Personal Data on Adult Basic Education Students to Enable Both the Adult Basic Education Counselor and Teacher to Better Understand the Student | 8 | 8 | 8 |
| 12. Attendance and Participation in All In-Service Workshops, etc. That Would Be of Benefit to the Counselor-Aides in Performing Their Duties | 8 | 8 | 9 |
| 13. Present Adult Basic Education Programs to Civic Organizations Using Slides, Brochures, etc. | 6 | 7 | 6 |
| 14. Visit Adult Basic Education Class to Gain a Better Understanding of Program and Student | 6 | 7 | 7 |

Duties that the counselor-aide has not been able to accomplish successfully in the Adult Education Program.

1. Secure names of prospective students
   a. From employment office (Galax, Virginia)
   b. From personal knowledge
   c. From personnel managers in industry

2. Maintain an excellent working relationship between business and/or industry in the community and the Adult Basic Education Program

3. Keep other agencies informed on happenings in adult education and, in turn, keep informed of new developments in the agencies.

Duties proposed but not attempted by the counselor-aides in the Adult Education Program.

1. Secure names of prospective students
   a. From high school guidance department
   b. From elementary school records--level of parents' education

2. Personal counseling of Adult Basic Education students, both in and out of class

III. To determine personal characteristics required of a successful counselor-aide.

Objective III is not feasible because there is no basis for comparison; however, we feel that the following criteria are necessary in the selection of counselor-aides.

1. High school diploma or its equivalence (G.E.D., etc.)
2. Have understanding of types of individuals most likely to become involved in Adult Basic Education Program.
3. Good conversationalists
4. Neat and well poised
5. Enthusiastic about Adult Basic Education
6. Familiarity with geographical area
7. Willingness to take advanced training

As Counselor-Aides work directly with individuals, the following characteristics are essential.

1. Be a good listener
2. Have patience
3. Be tactful
4. Respect confidences
5. Lead rather than dominate conversation

V. To establish optimum guide lines for pre-service and in-service training programs for the counselor-aide.

In-service sessions with other members of the Adult Basic Education personnel allow for discussions and exchange of ideas, thereby enabling the counselor-aides to detect existing situations in which they may be of assistance towards strengthening the Adult Basic Education Program.

Counselor-aides benefit greatly from college courses in Humar Relations and Guidance and Counseling. Much information can be derived from these in the understanding of adults and in gaining a knowledge of methods in dealing with various types of problems peculiar to adults.

VI. To develop data-gathering instruments which will be used in accomplishing the first five objectives.


| | Illustrated |
|---|---|
| 1. The Adult Visitation Form is used to gather background information on prospective students. | 8 |
| 2. The Adult Follow-Up Form is used for later contacts. | 9 |
| 3. The Adult Record is placed in each adult student's folder and contains both personal and educational data. | 10 |
| 4. The G. E. D. Record reveals the student's status following attempts at the G. E. D. exam. | 11 |
| 5. The listing of the forms due each week and month also reveals the schools and areas covered by each counselor-aide. | 12 |
| 6. The statement of travel is submitted for reimbursement and states the destination and purpose of the trip made. | 13 |
| 7. The monthly summary of visitation is compiled to show the month's accomplishments of the counselor-aides. | 14 |
| 8. The Human Terms Survey presents a picture of personal accomplishments of students and involvement in community affairs. | 15 |

| | | Illustrated |
|---|---|---|
| 9. | The Summary of Employment gives a running total of days worked. | 16 |
| 10. | The Adult Education Referral form is passed from the teacher to the counselor-aide and back to the teacher, showing the outcome of the referral. | 17 |
| 11. | The Weekly Schedule is a record of plans for the week's work and shows where the counselor-aides can be reached. | 18 |

## Carroll County Counselor Aide Objectives (1969-1970)

1. Is there a justifiable need for full-time guidance services for Adult Basic Education students in rural areas?

2. Is guidance a highly skilled and technical process which can only be undertaken by a skilled counselor?

3. To determine personal characteristics required of a successful counselor aide.

4. To ascertain the role and responsibility of counselor-aides in Adult Basic Education.

5. To establish optimum guide lines for pre-service and inservice training programs for the counselor aide.

6. To develop data-gathering instruments which will be used in accomplishing the above objectives.

RESPONSIBILITIES OF COUNSELOR-AIDES (1969 - 70)

After much review, evaluation, and discussion of the responsibilities of the Carroll County Counselor Aides, we found the following responsibility changes in order to up-date our 1968-69 program.

Rate aides

1. Secure names of possible Adult Basic Education students
   a. From members of Adult Basic Education classes and teachers
   b. From drop-out lists (Adult Basic Education Teachers)
   c. From employment office (Galax, Virginia)
   d. From personal knowledge
   e. From a friend's recommendation
   f. From personnel managers in industry
   g. From high school guidance department
   h. Elementary school records--level of parents education
   i. List of persons scoring low on first attempt of G. E. D. test
   j. ABE Students' friends' recommendations
2. Home visitation for recruiting
   a. Use of data forms
   b. Follow-up visits when necessary
3. Be at class when recruit arrives, if possible.
4. Assist with standardized test administration, scoring, and interpretation.
5. Distribution of materials and equipment to individuals and centers.
6. Compile and keep up to date a cumulative file on each participant in Adult Basic Education Class.
7. Keep personal data form and follow-up form on each person visited.
8. Keep an excellent working relationship between the business or industry in the community and the Adult Basic Education Program.

9. Visit Adult Basic Education class to gain a better understanding of program and student.

10. Keep area agencies informed on happenings in Adult Education and, in turn, keep informed of new developments in the agencies.

11. Participate in formalized classroom study to be better qualified to work with these students.

12. Make the necessary referrals when approached with a situation requiring unavailable information.

13. Personal counseling of Adult Basic Education students both in and out of class.

14. Follow-up of Adult Basic Education students to find reasons for dropping and trying to eliminate these reasons.

15. Collecting personal data on Adult Basic Education students to enable both the Adult Basic Education counselor and teacher to better understand the student.

16. Be in attendance and participate when possible in all in-service workshops, etc. that would be of benefit to the counselor aide in performing their duties.

17. Present Adult Basic Education Programs to civic organizations using slides and brochures.

CRITERIA USED IN SELECTING COUNSELOR AIDES

(A Para-Professional Position)

1. Desire to help adults with limited education
2. Enthusiasm about Adult Basic Education Program
3. Conversational ability - also willing to listen
4. Neat, well-poised individual
5. Tactful
6. One who respects confidences
7. High school diploma or its equivalence (G.E.D.)
8. Flexible working hours
9. Familiar with geographical area
10. Willingness to take advanced training
11. Provide own transportation .
12. Have understanding of types of people most likely involved in Adult Basic Education Program

## In-Service Training, Workshops, etc. (date, content, value)

In-service training, workshops, etc. participated in and value of each judged on a rating scale of one to ten with one being the lowest, ten being the highest, and N. P. representing not participated in.

| | Aide 1 | Aide 2 | Counselor-Consultant |
|---|---|---|---|
| 1. Instructional conferences with adult education personnel. | 9 | 7 | 8 |
| 2. Recording field case notes | 7 | 7 | 7 |
| 3. College courses | 7 | 8 | 7 |
| 4. Visiting community agencies for background information | 6 | 7 | 7 |
| 5. Individual conferences with counselor | 6 | 6 | 6 |
| 6. Reading related materials | | | |
| a. "How to Teach Adults" published by Adult Education Association of the United States of America | 7 | 5 | 6 |
| b. "A Treasury of Techniques for Teaching Adults" published by National Association for Public School Adult Education | 7 | 5 | 6 |
| c. "How Adults Can Learn More, Faster" published by National Association for Public School Adult Education | 6 | 5 | 6 |
| d. "Counseling and Interviewing Adult Students" published by National Association for Public School Adult Education | 10 | 6 | 8 |
| e. "In-service Training for Teachers of Adults" published by National Association for Public School Adult Education | 7 | 5 | 7 |
| f. Relationship to Counseling (a casebook) published by Arnold Buchheimer & Sara Carter | 8 | N.P. | 7 |
| 7. Work with public schools (teachers and principals) | 6 | 7 | 6 |

| | Aide 1 | Aide 2 | Counselor-Consultant |
|---|---|---|---|
| 8. Periods of orientation between the Director, Advisor, and Counselor-Aides | 6 | 7 | 7 |
| 9. Group discussions and planning sessions between Assistant Director and the Counselor Aides. | 6 | 6 | 6 |
| December 21, 1968--In-Service Training Workshop, Introduction of Counselor Aides to Adult Basic Education teachers and personnel and to familiarize the Counselor Aides with the general scope of the Adult Basic Education Program in Carroll County. For more information, see page 14 in this report. | 10 | 10 | 10 |
| February 22, 1969--A discussion on the "Needs of Adult Basic Education", "Importance of Guidance and Counseling", and "Definition of Testing". For more information, see page 16 in this report. | 10 | 8 | 9 |
| March 22, 1969--Discussions on the following: Field trips, certificates awarded, Adult Basic Education students, and organizational planning for next year. Future plans for Adult Accelerated Learning Education Center were introduced. For more information, see page 18 in report. | 10 | 8 | 9 |
| April 18, 1979--Evaluation Meeting-- Discussed progress and future plans of the Carroll County Counselor Aide Program. For more information, see page 21 in this report. | 10 | 8 | 9 |
| July 28--August 15, 1969--Adult Basic Education Workshop, Morehead State University | 10 | 10 | 10 |
| September 20, 1969--Adult Basic Education Workshop, New Material. For more information, see page 23 in report. | 7 | 8 | 8 |
| September 27, 1969--Counselor Aide Workshop GED and ABLE Test--For more information, see page 24 in this report. | 8 | 8 | 8 |
| November 6 and 7, 1969--Regional Welfare Conference | 8 | N.P. | 7 |
| November 15, 1969--Adult Basic Education Teachers Workshop. Consultants from Educational Developmental Laboratories presented for our inspection new Adult Basic Education material now available through their company | 6 | 6 | 7 |
| February 11, 1970--District M Principals' Meeting at Hillsville Elementary School | 3 | 3 | 4 |
| February 28, 1970--ABE Teachers Workshop | 7 | 8 | 8 |
| March 24, 1970--District 13 Virginia Council on Social Welfare at Galax, Va. | 4 | 6 | -6 |
| May 8-9, 1970--Adult Education Association Annual Meeting at Blacksburg, Virginia | N.P. | 6 | 6 |

## COLLEGE CLASSES PARTICIPATED IN AND VALUE OF EACH TO CARROLL COUNTY COUNSELOR AIDE

College classes participated in and value of each, judged on a rating scale of one to ten with one being the lowest, ten being the highest, and N. P. representing not participated in class.

| | Aide 1 | Aide 2 | Counselor-Consultant |
|---|---|---|---|
| *English Foundations | N.P. | 7 | 7 |
| Math (Computer Assisted Instruction) | N.P. | 4 | 4 |
| *Human Relations | 7 | 8 | 8 |
| *Child Growth and Development | 4 | 5 | 5 |
| *Introduction to Modern Grammar | 4 | 4 | 5 |
| Techniques in Counseling | 9 | 8 | 8 |
| *Adult Basic Education Workshop (Morehead State University) | 10 | 10 | 10 |

*Reimbursed by Morehead State University through Carroll County Counselor Aide Program

CARROLL COUNTY ADULT BASIC EDUCATION

I. PERSONAL DATA

Name _____ Address _____

Maiden Name _____ Nearest Telephone _____

Address Comments _____ _____

Birthdate _____ Sex _____ Race _____

Employer _____ Occupation _____

Marital Status: Single __ Married ___ Separated__ Divorced ___

Widow __

How many children do you have at home? _____
Number of children still in school? _____

| Name of Child | Age |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

How many years have you lived in the community? _____

Highest grade completed in school? _____

Reason for leaving school _____

How was the contact between ABE and the participant made? _____

_____

II. Is Adult Interested in ABE Classes YES _____ NO _____

Reason if Not Interested _____ _____

III. A. PARTICIPATION IN ABE BEFORE YES _____ NO ____

IF THE ANSWER TO THE ABOVE QUESTION IS YES COMPLETE ITEM 1-7, IF NO, GO ON TO IIIB.

1. School attended ABE _____
2. School Address _____ Teacher _____
3. Reason Entered _____
4. ABE Subjects Liked Best _____ Least _____
5. Preferred Time of Class Days of Week _____ Hour AM___ PM __
6. Date Withdrawn _____
7. Reason for Withdrawal _____

III. B. At What School Would you Like to Attend ABE _____

School Address _____

Reason for Entering _____

Preferred time of Class-Days of Week _____ Hour AM __ PM __

Special Interest and Hobbies: _____

IV. Interviewed by: _____ Date _____

Comments: _____

_____

_____

_____

# ADULT FOLLOW-UP FORM
# CARROLL COUNTY ADULT BASIC EDUCATION

NAME _____ ADDRESS _____

SCHOOL ENROLLED _____

I. FOLLOW-UP DATE _____ INTERVIEWER _____

REASON FOR FOLLOW-UP _____

COMMENTS _____

_____

II. FOLLOW-UP DATE _____ INTERVIEWER _____

REASON FOR FOLLOW-UP _____

COMMENTS _____

_____

III. FOLLOW-UP DATE _____ INTERVIEWER _____

REASON FOR FOLLOW-UP _____

COMMENTS _____

_____

IV. FOLLOW-UP DATE _____ INTERVIEWER _____

REASON FOR FOLLOW-UP _____

COMMENTS _____

_____

V. FOLLOW-UP DATE _____ INTERVIEWER _____

REASON FOR FOLLOW-UP _____

COMMENTS _____

_____

CARROLL COUNTY ADULT BASIC EDUCATION

I. PERSONAL DATA

Name _____ Address _____

Maiden Name _____ Telephone _____ Birthdate _____

How many years have you lived in this community?_____

Sex _____ Race _____ Social Security Number _____

Marital Status _____ No. Dependents _____ No. in School ___

LIST ALL MEMBERS OF HOUSEHOLD:

| NAME | AGE | NAME | AGE |
|---|---|---|---|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

II. EDUCATIONAL DATA

A. PREVIOUS FORMAL EDUCATION

Last School attended _____Address _____

Grade Completed _____ Age left School _____

Reason for Leaving _____

B. ADULT EDUCATION DATA

Date Entered A.B.E. _____

Reason Entered _____

School Attended A. B. E. _____ _____

School Address _____ Teacher _____

A.B.E. Subject Liked Best _____ Least _____

Date Withdrawn _____ Reason Given for Withdrawal _____

Teacher Estimation of reason for Withdrawal _____

How was initial contact between ABE and Participant Made?

Counselor Aide _____ Friend _____ ABE Pamphlet_____ Church _____

Employer _____Relative _____Club or organization_____

ABE Teacher _____ ABE Teacher Aide_____ ABE Student _____

School Teacher _____ School Principal _____ Newspaper _____

Radio _____ T.V. _____ Other _____

III. TEST DATA:

| | NAME OF TEST | LEVEL | DATE | SCORE | MARK PRE OR POST |
|---|---|---|---|---|---|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |

IV. COMMENTS:

Carroll County Counselor Aide Program

Monthly Summary of Visitation Form

1 - Name_____ Month_____

2 - Contacts Made: Male _____ Female_____

3 - Contacts Interested in ABE: Male_____ Female_____

4 - Enrollment: Male _____ Female _____

5 - Retention: Male _____ Female _____

6 - Follow-ups: Male _____ Female _____

7 - Reason For Follow-up: ABE Teachers_____, Counselor Aide_____

Other _____.

8 - Referrals (Reason and Results):_____

_____

_____

_____

_____

_____

_____

9 - Organizations Visited: _____

_____

_____

_____

_____

10 - Programs Participated in:_____

_____

_____

_____

_____

11 - Comments about ABE Students: _____

_____

_____

_____

_____

12 - Comments about ABE Teachers: _____

_____

_____

_____

_____

13 - Comments about ABE students' progress: _____

_____

_____

_____

_____

14 - Reasons for Difference Between Columns 3 & 4: _____

_____

_____

_____

_____

_____

15 - Reasons for Lack of Retention (Column 5): _____

_____

_____

_____

_____

_____

16 - Number of ABE students visited & enrolled by counselor aides

_____

Number of ABE students visited & enrolled by other means

_____

CARROLL COUNTY COUNSELOR AIDE PROGRAM

FORMS DUE FIRST OF MONTH

1--Statement of Travel

2--Monthly Summary of Visitation

3--Human Terms Survey

4--Summary of Employment

5--Daily Diary for Month

6--Agency Referral

FORMS DUE AT THE END OF EACH WEEK

1--Weekly Schedule

2--Weekly Summary

SCHOOLS AND AREAS COVERED BY EACH COUNSELOR AIDE

Mrs. Katie Bowman

* Gladeville Elementary School
* Oakland Elementary School
* Vaughn Intermediate School
Lambsburg Elementary School
Fancy Gap Elementary School
Laurel Elementary School
* City of Galax

Mrs. Mabel Dalton

* Carroll County High School
* St. Paul Intermediate School
* Laurel Fork Elementary School
Gladesboro Elementary School
Dugspur Elementary School
Mt. Bethel Elementary School
Sylvatus Elementary School
Hillsville Elementary School
Hillsville Intermediate School

* Schools with Adult Basic Education Classes

# G.E.D. Record

Name_____ Address_____

Date of Birth:_____ A.B.E. Center_____

| Test Number | Subject | Passing Score Required | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Date Attempted | | | | |
| 3 | English | | Score Attained | | | | |
| | | | Date Attempted | | | | |
| 4 | Math | | Score Attained | | | | |
| | | | Date Attempted | | | | |
| 5 | Social Studies | | Score Attained | | | | |
| | | | Date Attempted | | | | |
| 6 | Science | | Score Attained | | | | |
| | | | Date Attempted | | | | |
| 7 | Literature | | Score Attained | | | | |
| | | | Date Attempted | | | | |
| | TOTAL SCORE | | Score Attained | | | | |

Date certificate received:_____

Comments:_____

Counselor Aide Program

STATEMENT OF TRAVEL

Itemized travel statement in connection with visitations for

_____ Program

_____ Signed

| DATE | DESTINATION AND PURPOSE OF TRIP | TOTAL MILEAGE FOR THE TRIP |
|---|---|---|
| | | |
| | | |
| | | |

"HUMAN TERMS" SURVEY

Counselor Aide's Name _____

Address: _____

Date Beginning: _____

Date Ending: _____

Information is requested on the following. Please do not feel limited to this list

1. The number of students finding a job, because of ABE. _____
2. The number finding a better paying job. _____
3. The number being promoted or getting a raise. _____
4. The number discontinuing public welfare. _____
5. The number registering to vote for the first time. _____
6. The number voting for the first time. _____
7. The number going on to vocational or other job training. _____
8. The number receiving their citizenship papers. _____
9. The number joining a civic or other community organization. _____
10. The number recruiting other ABE students. _____
11. The number going on to high school. _____
12. The number passing GED test. _____
13. The number of children staying in school because of parents being in ABE _____
14. The number of adults learning to read for the first time. _____
15. The number using a family budget for the first time. _____
16. The number subscribing to a newspaper or other publication for the first time. _____
17. The number opening a savings or checking account for the first time. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

Please provide data of selected local Adult Basic Education activities such as: pertinent newspaper clippings, individual stories, and a selection of the best, most informative letters from Adult Basic Education students.

CARROLL COUNTY COUNSELOR AIDE
SUMMARY OF EMPLOYMENT

Name_____ School_____

Counselor Aide Summary of Employment to be submitted to Office of Director at the end of each month.

| Month | Work Days | Total work days this year |
|---|---|---|
| August September | _____ | _____ |
| October | _____ | _____ |
| November | _____ | _____ |
| December | _____ | _____ |
| January | _____ | _____ |
| February | _____ | _____ |
| March | _____ | _____ |
| April | _____ | _____ |
| May | _____ | _____ |
| June | _____ | _____ |

Signature of Director _____

Signature of Aide _____

Please keep one copy for your file, return one each month with a progressive report by month giving all previous months to date and return one final copy completed at the close of employment.

CARROLL COUNTY ADULT EDUCATION REFERRAL

To be filled out by ABE Teacher

Name of Adult_____ Name of ABE Teacher_____

Reason for Referral_____

_____

_____

_____

_____

Referred To:_____ Date_____

Comments:_____

_____

_____

_____

_____

_____

---

To be filled out by Counselor Aide

Outcome of Referral _____

_____

_____

_____

_____

_____

Comments:_____

_____

_____

_____

_____

_____

To be completed and returned to the ABE Teacher making the referral.

CARROLL COUNTY COUNSELOR AIDE PROGRAM

WEEKLY SCHEDULE

Name _____ Position _____

Center _____

| Date | Day | Total Hours | A.M. | P.M. |
|---|---|---|---|---|
| _____ | Monday | _____ | _____ | _____ |
| _____ | Tuesday | _____ | _____ | _____ |
| _____ | Wednesday | _____ | _____ | _____ |
| _____ | Thursday | _____ | _____ | _____ |
| _____ | Friday | _____ | _____ | _____ |

Total Days Worked _____

OUTREACH

Many methods have been used in an attempt to contact those adults in Carroll County whose education was interrupted before completion of the eighth grade. It is felt that meeting with various groups and discussing the Adult Basic Education Program, coupled with home visitations. has been the most beneficial in recruiting new students.

With the cooperation of Galax City, an additional center was set in operation.

The adult education was extended into the G. E. D. classes.

Some of the methods of recruiting have been through the local

(a) newspapers
(b) radio
(c) PTA
(d) schools
(e) Headstart
(f) Jaycettes
(g) Veterans of Foreign Wars & Auxiliary
(h) home visitation
(i) Home Demonstration Club
(j) U. S. Surplus Commodity Distribution Centers
(k) Ministerial Association
(l) Community Action Programs
(m) Virginia Employment Service
(n) Garden Clubs
(o) Woman's Club
(p) Welfare Department
(q) Health Department
(r) local industries

(a) The local newspapers have carried articles of Adult Basic Education class centers and their schedules. Later we were told by local people that they had never heard about the centers, before this publicity.

(b) The V. F. W. program on the local radio encourages veterans to continue their education in the Adult Basic Education Program. There are two disabled veterans attending class daily.

(c) We have spoken to PTA groups about the Adult Basic Education Program. Interest has been shown and students have enrolled as a result of such contacts.

*For supportive data, refer to Appendix pages 19-24.

(d) Lists of school dropouts have been given to us from school records; as of now, these have not been followed up.

(e) Slide programs have been presented to Headstart parents, resulting in interest, and we hope, future participation in the Adult Basic Education Program.

(f) Brochures have been passed out on Adult Basic Education programs to Jaycettes with no results.

(g) Publicity has been given--through the V. F. W. and Auxiliary--by placing brochures on bulletin boards and through speaking to the groups. There are no known results at this time.

(h) Home visitation brought about a good relationship and has led to enrollments in Adult Basic Education.

(i) The Adult Basic Education Program has been very well accepted in the Home Demonstration Clubs and Adult Basic Education students have been enrolled as a result.

(j) Adult Basic Education brochures have been distributed to patrons who receive food at the U. S. Distribution Commodity Centers. They show their appreciation for interest in them but have not acted accordingly by enrolling.

(k) Meeting with the Ministerial Association has been spiritually uplifting. The ministers showed a willingness to help in any way--through comments to their churches or through church bulletins. We have had no results as of now.

(l) Community Action Agency personnel have been very helpful in allowing us to visit with them and to attend district meetings, etc. so that our Adult Basic Education Program may become better known.

(m) Adult Basic Education brochures have been placed regularly in the Employment Office. That office has referred students to our centers.

(n) Appreciation has been expressed through the Garden Club for having been better informed of the Adult Basic Education Program. The club published an article in the local paper to this effect. (Refer to publicity booklet for clipping)

(o) Adult Basic Education brochures have been placed in the hands of the Woman's Club members. We have also asked for assistance in recruiting interested adults.

(p) The Welfare Department has invited us to participate and attend some of thier district meetings in order to be better informed of their duties in connection with the needy and under-educated clients.

(q) Names of eligible adults have been given to us by the Health Department. Also, various pamphlets were given us to pass out to the Adult Basic Education students.

(r) Local industries have encouraged employees to enroll in Adult Basic Education classes.

Programs Given (Since Beginning of Program)

| Frequency | Name of Organization, Agency, etc. |
|---|---|
| 11 | School Parent Teacher Association |
| 11 | Headstart Parent Teacher Meetings |
| 1 | County Principal's Meeting |
| 1 | Symposium on Adult Education |
| 1 | Adult Accelerated Learning Education Center Open House for Carroll County High School teachers |
| 6 | Office of Economic Opportunity Staff Meeting |
| 7 | The Ministerial Association |
| 2 | Special Interest Group at the Cana Fire House |
| 10 | Community Home Demonstration Clubs (In different parts of county) |
| 1 | Adult Basic Education Center Open House at Rosenwald-Felts School |
| 1 | Adult Basic Education Workshop at Morehead State University |
| 7 | Sandy Ridge Sewing Center, Mt. Airy, North Carolina, Route 5 |
| 3 | Ladies Auxiliary Veterans of Foreign War, Grover King Post 1115, Hillsville, Virginia |
| 7 | Carroll Interest Groups - Carroll Technical Action Panel |
| 1 | Parent, Teacher, Student Association of CCHS (Jan) |
| 2 | Surplus Commodity Distribution Center (Jan) |
| 1 | Woman's Club |
| 1 | Jaycettes |
| 1 | Garden Clubs |
| 1 | Future Homemakers of America |
| 1 | Carroll County High School (including the Adult Education Center) Open House for the interested public |
| 2 | Rakestown Community Center |

## AGENCIES WORKED WITH AND VALUE OF EACH TO THE COUNSELOR AIDES

Each agency worked with and value of each in assisting counselor aides in performing their duties was rated using a scale of one to ten with one being the lowest, ten being the highest, and N.A. representing not associated with.

| | Aide 1 | Aide 2 | Counselor-Consultant |
|---|---|---|---|
| Social Security | 8 | 7 | 8 |
| Community Action Agency or the Office of Economic Opportunity | 8 | 8 | 8 |
| Virginia State Employment Office | 8 | 8 | 8 |
| *Job Corps Center | 8 | N.A. | 5 |
| Department of Public Welfare | 7 | 5 | 6 |
| Ministerial Association | 7 | 5 | 5 |
| Health Department | 7 | 5 | 7 |
| Home Demonstration Agency (In different meetings in county) | 7 | N.A. | 8 |
| Public Day School | 8 | 7 | 7 |
| Community College | 7 | 5 | 5 |
| Agriculture Extension Agency | 6 | N.A. | 6 |
| Parent-Teacher Association | 7 | 7 | 8 |
| WBOB Radio Station Galax, Virginia | 6 | 8 | 6 |
| WHHV Radio Station Hillsville, Virginia | 7 | 8 | 6 |
| Special Interest Groups, i.e. community centers | 7 | 7 | 7 |
| Virginia State Highway Department | 5 | N.A. | 6 |
| CARROLL NEWS | 8 | 8 | 8 |
| GALAX GAZETTE | 8 | 8 | 8 |

*Rated when Job Corps was active

Organizations and Agencies Visited (Since Beginning of Program)

1. Spoke to head start parents and teachers about Adult Basic Education program and how it relates to them and the Adults of Community. Discussion periods followed all presentations.

2. Discussed with PTA's how they could help their community through the Adult Basic Education Program and the Counselor Aide Program.

3. Home demonstration clubs were informed of the Adult Basic Education program in Carroll County and how they could be mutually benefited through the support of this program.

4. The following companies were cooperative and permitted interviews with some of their workers:

   Lees Carpet, Hillsville, Virginia
   Sprague Electric, Co., Hillsville, Virginia
   Dan River Builders, Hillsville, Virginia
   Blue Ridge Woven Label Plant, Hillsville, Virginia
   Maville, Inc., Hillsville, Virginia
   Arden Knitting Co., Hillsville, Virginia
   Quality Mills, Hillsville, Virginia
   Diamonds Sheet Metal, Galax, Virginia
   Jones Body Shop, Galax, Virginia
   Roses Stores, Inc., Galax, Virginia
   Waddell Hoisery Factory, Mt. Airy, N. C.
   Vaughan Furniture Factory, Galax. Virginia
   Washington Mills, Fries, Virginia
   Waddell Nursing Home, Galax, Virginia
   Galax General Hospital, Galax, Virginia
   Harris-Marshall Hoisery Mill, Galax, Virginia

5. The Virginia Employment Service gives the Counselor Aides names of those who appear to be educationally deprived. They allow us to leave and assist in distributing Adult Basic Education brochures about the program.

6. Counselor Aides talked with people and passed out brochures on Adult Basic Education at the Carroll County United States Department of Agriculture Food Distribution Center located in Hillsville, Virginia.

7. The Community Action Agency allowed the Counselor Aides to travel with their community worker to familiarize them with a workable approach in interviewing underprivileged adults. The Community Action Agency informs the Counselor Aide of possible students who might be interested in the Adult Education Program.

8. The United States Post Office has been helpful in locating people and furnished application blanks for Social Security cards for Adult Basic Education students.

9. The Social Security representative met with the Counselor Aides to inform them about the Social Security Program and provided pamphlets to be left in the homes where there is a need for such information and assistance.

10. The Carroll County Ministerial Association help locate prospective Adult Basic Education students and notify the Counselor Aides when their assistance is needed. If, while performing their duties, the Counselor Aides are confronted with a personal problem that needs the help of the ministry, they feel free to make the proper referral.

11. The Counselor Aides, while performing their duties, informed adults of the opportunities available through the Community Action Agency.

# C A R R O L L  C O U N T Y  C O U N S E L O R  A I D E  C O N T A C T S

September, 1969 through May 30, 1970

| Total Contacts | Age Groups | *1 Total in Each Age Group | | *2 Contacts Interested in Adult Basic Education | | *3 Enrollment in Adult Basic Education | | *4 Total Follow-up Contacts | | *5 Referrals | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | M | F | M | F | M | F | M | F | M | F |
| A I D E I (523) | 18-25 | 42 | 66 | 5 | 12 | 3 | 8 | 29 | 32 | 3 | 3 |
| | 26-35 | 59 | 89 | 7 | 15 | 2 | 6 | 53 | 80 | 2 | 8 |
| | 36-45 | 52 | 90 | 9 | 13 | 2 | 4 | 28 | 53 | 1 | 5 |
| | Over 45 | 36 | 89 | 8 | 10 | 2 | 5 | 32 | 64 | 0 | 4 |
| Subtotals | | 189 | 334 | 24 | 50 | 9 | 23 | 142 | 229 | 6 | 20 |
| A I D E I I (277) | 18-25 | 19 | 30 | 6 | 7 | 3 | 1 | 8 | 12 | 3 | 2 |
| | 26-35 | 34 | 54 | 13 | 13 | 3 | 4 | 22 | 36 | 4 | 8 |
| | 36-45 | 24 | 33 | 10 | 13 | 2 | 1 | 16 | 16 | 1 | 2 |
| | Over 45 | 24 | 59 | 14 | 26 | 2 | 5 | 8 | 40 | 1 | 2 |
| Subtotals | | 101 | 176 | 43 | 59 | 10 | 11 | 54 | 104 | 9 | 14 |
| Total Contacts (800) | | 290 | 510 | 67 | 109 | 19 | 34 | 196 | 333 | 15 | 34 |

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* 1, 2, 3, 4, 5 Refer to the following page for definitions of columns 1-5.

## DEFINITIONS OF COLUMNS

Column 1. Of the total contacts (800) made, there were 290 male and 510 female: the greatest number were within the age group of 26 to 35.

Column 2. Of the contacts made, nearly 20% were definitely interested in Adult Education, the greater number being in the age group over 45.

Column 3. Thirty percent of those interested in the Adult Basic Education Program actually enrolled in class, and this number amounted to approximately 7% of the original contacts made.

Column 4. There were 529 follow-up contacts made, especially where a spark of interest was anticipated.

Column 5. Forty-nine referrals were made to the counselor aides pertaining to some problem of an Adult Basic Education student.

## Retention

The one part the Counselor-Aides play in retention is that they make an effort to meet the new recruit at the Adult Basic Education Center to introduce him to the teacher and students. In retaining the student in class, they feel the teacher plays the major part thereafter.

The Carroll County Counselor-Aides conducted a survey on twenty-two students who had withdrawn from Adult Basic Education classes. Of the twenty-two students surveyed, eleven attended well and withdrew abruptly; five passed the G. E.D. test. The most frequent reason given by the withdrawee was a conflict with work. Twenty of the students surveyed were in the 4-6 grade level of achievement. The students were contacted after missing an average of six hours of class instruction.

*For supportive data, refer to Appendix pages 25-27.

CARROLL COUNTY ADULT BASIC EDUCATION DEMONSTRATION CENTER
WITHDRAWAL FORM

This form should be completed by the teacher for each student who withdraws from class.

1. Name of student Carroll County Adult Education Students

2. Number of hours in attendance before withdrawal 14½ hrs. average

3. Please indicate the attendance pattern of the student before he withdrew from class by checking one of the statements below.

   6 a. withdrew after attending one or two classes
   5 b. withdrew after period of irregular attendance
   11 c. attendance was good, withdrawal was abrupt

4. Please indicate the grade level of the student.

   0 a. Level I
   20 b. Level II
   2 c. Level III

5. How many hours of instruction did the student miss before he was contacted. Ranged from 5 to 12 hrs. with the average being 6 hrs.

6. Please check the statement below which best describes the reason why the student withdrew.

   ___ a. transferred to another ABE class
   2 b. entered other educational training
   1 c. moved away
   ___ d. completed requirements for eighth grade equivalency or beyond
   ___ e. secured employment
   ___ f. lost interest
   8 g. conflict with work
   5 h. family problems
   6 i. other reason (s) Specify: 1 pregnancy
   5 passed G. E. D.

## REASONS FOR LACK OF RETENTION IN CARROLL COUNTY ADULT BASIC EDUCATION CLASSES

The following reasons were given to the Carroll County Counselor Aides when making follow-up visits to Adult Basic Education students who had been absent from Adult Basic Education class for an unusually long period of time.

1. A few young people dropped out because everyone else was older. They felt uncomfortable.
2. Pregnancy
3. Personal or family illnesses and accidents.
4. Change in working hours.
5. Some felt they weren't being offered what they wanted.
6. Some were started in material that was too difficult for them. This caused a feeling of failure.
7. If they had been started in material that was too simple, they became insulted.
8. Lack of attention.
9. Lack of transportation.
10. Baby-sitting problems.
11. Laziness.
12. Lack of time.
13. After several years in Adult Basic Education classes and still unable to pass the G. E. D. tests, some decided to just quit.
14. Some have moved away.
15. Some dropped out to enroll in a business class.
16. Personal problems at home, such as the wife is nervous alone at night or the husband doesn't want her out after dark.
17. Resent other more intelligent class members.
18. Some dropped out to enroll in the G. E. D. Class.
19. Some dropped out to enroll in a typing class.
20. Materials weren't adult oriented.

21. Loss of interest

22. Inclement weather

23. Sickness

24. Enrolled in G. E. D. class

25. Earned their G. E. D. Certificate

## Diagnosis

At the beginning of an Adult Basic Education class a student is given Form A of either Level I or Level II of the ABLE test. They are then given Form B of the same test at the end of the session. See appendix for pre-test and post-test tabulation.

When an adult registers for entry into an Adult Basic Education class, he is given two placement exams. They are M. W. Sullivan Reading Placement Examination, published by Behavioral Research Laboratories, and Programmed Math Placement Exam for Books 1-8 by Sullivan Associates. There is also p u p i l placement and evaluation throughout the program.

On the basis of tabulations concerning Adult Basic Education students who have now received the high school equivalency certificate (appendix P), seventy-three persons have qualified, sixty-three having completed the requirements since the institution of the Counselor-Aide Program in 1968.

The increased number of recipients is largely due to the efforts of the counselor-aides in contacting persons whose education was interrupted before high school graduation, and in many cases, before completion of the eighth grade. *For supportive data, refer to Appendix pages 28, 29.

| 192 Received G.E.D. | Sex | Total Received G.E.D. | Received G.E.D. (Not in A.B.E.) | Received G.E.D. Not in A.B.E. | | | Number Participated in A.B.E. before G.E.D. | Number Participated in A.B.E. before G.E.D. | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 20-30 | 31-45 | Over 45 | | 20-30 | 31-45, | Over |
| 1965 | M | 10 | 10 | 4 | 5 | 1 | 0 | 0 | 0 | 0 |
| | F | 7 | 6 | 6 | 0 | 0 | 1 | 0 | 1 | 0 |
| 1966 | M | 17 | 16 | 5 | 10 | 1 | 1 | 0 | 0 | 1 |
| | F | 14 | 12 | 5 | 4 | 3 | 2 | 0 | 2 | 0 |
| 1967 | M | 16 | 13 | 8 | 4 | 1 | 3 | 1 | 1 | 1 |
| | F | 19 | 16 | 9 | 6 | 1 | 3 | 2 | 1 | 0 |
| 1968 | M | 18 | 8 | 3 | 4 | 1 | 10 | 2 | 6 | 2 |
| | F | 35 | 9 | 4 | 3 | 2 | 26 | 9 | 14 | 3 |
| 1969 | M | 18 | 11 | 8 | 3 | 0 | 7 | 2 | 5 | 0 |
| | F | 25 | 12 | 5 | 7 | 0 | 13 | 3 | 6 | 4 |
| 1970 | M | 6 | 2 | 2 | 0 | 0 | 4 | 2 | 1 | 1 |
| | F | 7 | 4 | 3 | 1 | 0 | 3 | 0 | 1 | 2 |
| TOTALS | M | 85 | 60 | | | | 25 | | | |
| | F | 107 | 59 | | | | 48 | | | |

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ABLE Level II

Pre-Test Form A

| No. | VOCAB. NR | VOCAB. GS | READ. NR | READ. GS | SPELL. NR | SPELL. GS | ARITH. A COMP NR | ARITH. A COMP GS | ARITH. B PRSOL NR | ARITH. B PRSOL GS | ARITH. TOTAL NR | ARITH. TOTAL GS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *1 | 50 | 90+ | 57 | 90+ | 32 | 90+ | 18 | 68 | 7 | 66 | 25 | 67 |
| *2 | 44 | 90+ | 57 | 90+ | 35 | 90+ | 20 | 72 | 10 | 78 | 30 | 74 |
| *3 | 43 | 90+ | 51 | 81 | 24 | 72 | 22 | 76 | 14 | 90+ | 36 | 85 |
| 4 | 45 | 90+ | 55 | 90+ | 40 | 90+ | 27 | 90+ | 19 | 90+ | 46 | 90+ |
| 5 | 48 | 90+ | 57 | 90+ | 13 | 52 | 24 | 82 | 18 | 90+ | 42 | 90+ |
| 6 | 46 | 90+ | 58 | 90+ | 29 | 90+ | 20 | 72 | 16 | 90+ | 36 | 85 |
| 7 | 41 | 90+ | 52 | 84 | 11 | 50 | | | | | | |
| 8 | 45 | 90+ | 58 | 90+ | 5 | 41 | 25 | 85 | 15 | 90+ | 40 | 90+ |
| 9 | 41 | 90+ | 57 | 90+ | 14 | 53 | 28 | 90+ | 14 | 90+ | 49 | 90+ |
| 10 | 29 | 52 | 37 | 44 | 5 | 41 | 23 | 79 | 5 | 50 | 28 | 71 |
| 11 | 43 | 90+ | 52 | 84 | 31 | 90+ | 25 | 85 | 13 | 90+ | 38 | 90 |
| 12 | 39 | 85 | 54 | 90 | 36 | 90+ | 21 | 74 | 16 | 90+ | 37 | 88 |
| 13 | 34 | 66 | 52 | 84 | 38 | 90+ | 24 | 82 | 16 | 90+ | 40 | 90+ |
| 14 | 45 | 90 | 57 | 90 | 38 | 90 | 22 | 76 | 18 | 90 | 40 | 90 |
| 15 | 40 | 90 | 57 | 90+ | 37 | 90+ | 22 | 76 | 16 | 90+ | 38 | 90 |
| 16 | 46 | 90+ | 57 | 90+ | 28 | 90+ | 24 | 82 | 6 | 58 | 30 | 74 |
| 17 | 48 | 90+ | 56 | 90+ | 36 | 90+ | 25 | 85 | 15 | 90+ | 40 | 90+ |
| 18 | 48 | 90+ | 58 | 90+ | 32 | 90+ | 18 | 68 | 17 | 90+ | 35 | 82 |
| 19 | 41 | 90+ | 48 | 72 | 4 | 40 | 19 | 70 | 11 | 82 | 30 | 74 |
| 20 | 47 | 90+ | 58 | 90+ | 22 | 67 | 27 | 90+ | 16 | 90+ | 43 | 90+ |
| 21 | 35 | 69 | 52 | 84 | 5 | 41 | 19 | 70 | 12 | 90+ | 31 | 75 |
| 22 | 36 | 72 | 49 | 75 | 23 | 70 | 18 | 68 | 7 | 66 | 25 | 67 |
| 23 | 47 | 90+ | 57 | 90+ | 35 | 90+ | 19 | 70 | 5 | 50 | 24 | 66 |
| 24 | 25 | 44 | 40 | 50 | 6 | 43 | 0 | 0 | 2 | 30 | 2 | 30 |
| 25 | 44 | 90+ | 51 | 81 | 31 | 90+ | 18 | 68 | 9 | 74 | 27 | 69 |
| 26 | 48 | 90+ | 58 | 90+ | 34 | 90+ | 17 | 66 | 9 | 74 | 26 | 68 |
| 27 | 43 | 90+ | 48 | 72 | 19 | 60 | 15 | 62 | 2 | 30 | 17 | 56 |
| 28 | 45 | 90+ | 58 | 90+ | 32 | 90+ | 19 | 70 | 9 | 74 | 28 | 71 |

ABLE Level II

Post-Test Form B

| NO. | VOCAB. NR | VOCAB. GS | READ. NR | READ. GS | SPELL. NR | SPELL. GS | ARITH. A COMP NR | ARITH. A COMP GS | ARITH. B PRSOL NR | ARITH. B PRSOL GS | ARITH. TOTAL NR | ARITH. TOTAL GS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| * 1 | 44 | 90+ | 57 | 90+ | 28 | 85- | 16 | 65 | 14 | 90+ | 30 | 74 |
| * 2 | 42 | 84 | 39 | 50 | 31 | 90+ | 23 | 90+ | 15 | 90+ | 38 | 90+ |
| *3 | 44 | 90+ | 55 | 90+ | 15 | 57 | 15 | 63 | 15 | 90+ | 30 | 74 |
| 4 | 49 | 90+ | 57 | 90+ | 38 | 90+ | 28 | 90+ | 18 | 90+ | 46 | 90+ |
| 5 | 46 | 90+ | 55 | 90+ | 36 | 90+ | 28 | 90+ | 18 | 90+ | 46 | 90+ |
| 6 | 35 | 70 | 51 | 84 | 22 | 70 | 18 | 69 | 8 | 64 | 26 | 68 |
| 7 | 35 | 70 | 53 | 90 | 13 | 53 | 14 | 60 | 8 | 64 | 22 | 62 |
| *44 | 45 | 90+ | 55 | 90+ | 37 | 90+ | 24 | 90+ | 16 | 90+ | 40 | 90+ |
| *46 | 46 | 90+ | 57 | 90+ | 32 | 90+ | 26 | 90+ | 11 | 75 | 37 | 90+ |
| *41 | 45 | 90+ | 57 | 90+ | 27 | 82 | 28 | 90+ | 19 | 90+ | 47 | 90+ |
| *47 | 48 | 90+ | 58 | 90+ | 35 | 90+ | 27 | 90+ | 14 | 90+ | 41 | 90+ |
| *43 | 55 | 90+ | 56 | 90+ | 24 | 75 | 13 | 58 | 15 | 90+ | 28 | 70 |
| 13 | 45 | 90+ | 54 | 90+ | 34 | 90+ | 24 | 90+ | 14 | 90+ | 38 | 90+ |
| *36 | 34 | 68 | 54 | 90+ | 38 | 90+ | 25 | 90+ | 12 | 80 | 37 | 90+ |
| *37 | 46 | 90+ | 58 | 90+ | 37 | 90+ | 25 | 90+ | 20 | 90+ | 45 | 90+ |
| *38 | 46 | 90+ | 57 | 90+ | 39 | 90+ | 15 | 63 | 12 | 80 | 27 | 69 |
| 17 | 40 | 80 | 50 | 80 | 12 | 51 | 19 | 72 | 8 | 64 | 27 | 69 |
| 18 | 37 | 74 | 50 | 80 | 2 | 35 | 6 | 39 | 3 | 33 | 9 | 37 |
| 19 | 31 | 62 | 33 | 37 | 7 | 43 | 5 | 37 | 5 | 46 | 10 | 39 |
| 20 | 34 | 68 | 45 | 66 | 11 | 50 | 8 | 44 | 4 | 39 | 12 | 42 |
| 21 | 35 | 69 | 44 | 64 | 11 | 50 | 15 | 63 | 5 | 46 | 20 | 58 |

cont. ABLE Level II

Pre-Test Form A

| No. | VOCAB. NR | VOCAB. GS | READ. NR | READ. GS | SPELL. NR | SPELL. GS | A COMP NR | A COMP GS | B PRSOL NR | B PRSOL GS | TOTAL NR | TOTAL GS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 29 | 34 | 66 | 49 | 75 | 9 | 47 | 7 | 45 | 1 | 30 | 8 | 39 |
| 30 | 45 | 90+ | 56 | 90+ | 30 | 90+ | 17 | 66 | 16 | 66 | 34 | 81 |
| 31 | 36 | 72 | 44 | 61 | 10 | 49 | 17 | 66 | 10 | 78 | 27 | 69 |
| 32 | 21 | 38 | 46 | 11 | 50 | 14 | 60 | | 5 | 50 | 19 | 59 |
| 33 | 34 | 66 | 47 | 70 | 17 | 59 | 11 | 54 | 0 | 0 | 11 | 44 |
| 34 | 30 | 54 | 52 | 84 | 17 | 57 | 6 | 42 | 4 | 42 | 10 | 42 |
| 35 | 39 | 85 | 53 | 87 | 10 | 49 | 27 | 90 | 6 | 58 | 33 | 79 |
| *36 | 40 | 90 | 52 | 84 | 27 | 85 | 28 | 90+ | 11 | 82 | 89 | 90+ |
| *37 | 40 | 90+ | 58 | 90+ | 31 | 90+ | 22 | 76 | 19 | 90+ | 41 | 90+ |
| *38 | 43 | 90+ | 57 | 90+ | 36 | 90+ | 15 | 62 | 15 | 90+ | 30 | 74 |
| 39 | 42 | 90+ | 56 | 90+ | 28 | 90 | 14 | 62 | 11 | 82 | 25 | 67 |
| 40 | 42 | 90+ | 54 | 90 | 0 | | 6 | 42 | 6 | 58 | 12 | 46 |
| *41 | 43 | 90+ | 55 | 90+ | 21 | 64 | 21 | 74 | 15 | 90 | 36 | 85 |
| 42 | 48 | 90+ | 57 | 90+ | 16 | 56 | 8 | 47 | 8 | 70 | 16 | 54 |
| *43 | 49 | 90+ | 57 | 90+ | 32 | 90+ | 20 | 72 | 10 | 78 | 30 | 74 |
| *44 | 46 | 90+ | 53 | 87 | 35 | 90+ | 21 | 74 | 11 | 82 | 32 | 77 |
| 45 | 45 | 90+ | 56 | 90+ | 28 | 90 | 19 | 70 | 18 | 90+ | 37 | 88 |
| *46 | 49 | 90+ | 55 | 90+ | 30 | 90+ | 16 | 64 | 10 | 78 | 26 | 66 |
| *47 | 50 | 90+ | 57 | 90+ | 32 | 90+ | 22 | 76 | 16 | 90+ | 38 | 90 |

NR No. Right
GS Grade Score
COMP Computation
PRSOL Problem Solving
* Same person on each form--numbers match.

ABLE Level I
Pre-Test Form A

| NO. | VOCAB. NR | VOCAB. GS | READ. NR | READ. GS | SPELL. NR | SPELL. GS | ARITH. A COMP NR | ARITH. A COMP GS | ARITH. B PRSOL NR | ARITH. B PRSOL GS | TOTAL NR | TOTAL GS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 43 | 60+ | 50 | 60 | 28 | 60+ | 14 | 43 | 17 | 60 | 31 | 55 |
| 2 | 43 | 60+ | 48 | 60+ | 27 | 60 | 11 | 38 | 14 | 60 | 25 | 45 |
| 3 | 25 | 21 | 9 | 10 | 0 | 0 | 5 | 25 | 0 | 0 | 5 | 19 |
| 4 | 44 | 60+ | 51 | 60+ | 19 | 34 | 19 | 54 | 17 | 60+ | 36 | 60+ |
| 5 | 46 | 60+ | 50 | 60+ | | | 15 | 45 | 17 | 60+ | 32 | 57 |

NR No. Right
GS Grade Score
COMP Computation
PRSOL Problem Solving

MANPOWER

The Carroll County, Virginia, Adult Basic Education director has direction of the Counselor-Aide Program.

The counselor-consultant, a certified counselor, works cooperatively with the counselor-aides in planning, advising on general interviews with prospective students, and in summarizing and evaluating accomplishments.

The counselor-aides, para-professionals, work with community agencies, schools, organizations, and businesses, locating prospective students, and then visting to explain the Adult Education Program in Carroll County. They assist in clerical duties and are liaison people between administration and students.

*For supportive data, refer to Appendix page 2.

## Follow-up

The Carroll County Counselor Aides conducted an Employment Status Survey on seventy-two students enrolled in Adult Basic Education classes. Factory workers and housewives were given as the most frequent occupations. The majority of these people seem to be content with the jobs that they have. Most of the unemployed were disabled.

*For supportive data, refer to Appendix pages 32-34.

CARROLL COUNTY ADULT BASIC EDUCATION DEMONSTRATION CENTER
EMPLOYMENT STATUS

This form should be filled out by the teacher for each pupil enrolled.

1. Name Summary of Carroll County Adult Education Students

2. Please indicate the employment status of the student by checking the statement below which best describes his position.

   50a. Employed full time
   3b. Employed part time
   2c. Unemployed, but seeking employment
   17d. Unemployed and not seeking employment

3. If employed, what is the student's occupation? Textile worker, factory worker, and housewife were given as the most frequent occupations.

4. If unemployed, what type of work has the student done in the past? Most of the unemployed were disabled.

5. What type of job would the student like to have?

   Content with jobs that they have.

6. Occupational changes since enrollment?

| | Reasons for change? |
|---|---|
| 1. 1 went to work full time in a mill | 1. |
| 2. 1 went to work part time as census taker | 2. |
| 3. | 3. |

REASONS FOR AND OUTCOMES OF FOLLOW-UPS

1. Some Adult Basic Education students registered at the beginning of the year but never came back to class. A follow-up visit to these people disclosed unpredicted situations, which prevented them from attending class. Some of the situations were sickness, a decision to wait until they are informed of the G.E.D. test results, class nights interfered with church services. a decision to attend G.E.D. classes, or the typing class, a loss of a baby sitter, they felt the material was too elementary for them or a class didn't develop in the school in which they registered, and they refused to go to another.

2. Some Adult Basic Education adults had changed working hours and a follow-up was made to encourage re-entry into the Adult Basic Education Program. In some cases this reminder is the needed boost for these adults. In other cases working hours only proved to be an excuse. When evening working hours prevent an Adult Basic Education student from attending night classes the Carroll County Counselor Aides encourage the adult to enroll in the Adult Accelerated Learning Education Center. The Adult Accelerated Learning Education Center is centrally located in Carroll County at the Carroll County High School and tries to accomplish the same objectives as the regular Adult Basic Education Program by remaining open twelve hours each day, five days a week. This broad scheduling approach enables the Adult Accelerated Learning Education Center to reach many adults who would be unable to attend evening Adult Basic Education classes.

3. Some only wanted to take one or two subjects in the Adult Basic Education class. After checking with the teachers for more definite information a follow-up contact was made either by mail, phone or in person. The teachers are very cooperative in giving the students what they want and in most cases the student comes and takes the subject or subjects he requested. After the student is happily situated in class, the teacher tactfully tries to convince him that he needs further study in other areas and while he is already in class he should take full advantage of the opportunity.

4. Some of the follow-up visits were made from inactive Carroll County Adult Basic Education rolls. The Carroll County Counselor Aides contacted the former Adult Basic Education students to encourage them to enroll at the beginning of the school term or when ever possible. In some cases, the adults took advantage of the invitation. Others said they could not attend at this time because of the harvesting season, health, or sickness in the immediate family, too many small children, previous obligations on Adult Basic Education class nights, the draft or a lack of time.

REASONS FOR NOT PARTICIPATING IN ADULT BASIC EDUCATION WHEN INTERESTED:

The Carroll County Counselor Aides, while counseling and talking with adults, were given many reasons for not participating in Adult Basic Education Class when the adult felt a need to do so. Some of the more frequently given reasons we have included in this list.

Working hours

Personal illness

Family conditions

Driving after dark

Felt they hadn't learned in previous Adult Basic Education classes

Too old to learn

Enrolled in a business class instead

It made them nervous

No means of transportation

Baby sitting problems

Don't have time

Some gave no reasons

Too tired at night

Drafted into the armed services

Shift work

Lack of transportation

Conflicting schedules

Weather conditions

Distance to center

## Counseling

Much of the counseling done by the Carroll County Counselor-Aides has been in the area of working with the Adult Basic Education Students' personal problems. Several referrals have been made in an attempt to help solve these personal problems.

These referrals included items such as the following: helping secure social security numbers and job applications, informing interested people of the sewing and business classes offered, giving veterans' names to the Jaycees, passing on information to G. E. D. graduates concerning college entry, telling new people in the communities about church, scouts, etc., contacting people who failed the G. E. D. tests to encourage them to enroll in Adult Basic Education classes, helping secure eighth grade certificates when needed to enter classes which require an eighth grade certificate (for example, practical nurse's training), referring needy families to the Surplus Commodity Food Center, interpreting ABLE test scores, and making many other referrals depending upon the need of the particular individual or family.

The Carroll County Counselor-Aides conducted a pre-and post-Student Information Survey on seventy-two adults enrolled in Adult Basic Education classes. From data collected, it was concluded that of the adults enrolled in the Carroll County Adult Education Program, the majority are (1) white; (2)native; (3) married; (4) employed full time; (5) factory worker; (6) average of 6.5 grade completed in public school; and (7) in their first year of Adult Education classes.

Of the people interviewed, thirty had no children at home; and of the forty-two remaining, the average number of children in the home was 2.3. There is approximately the same number of people in each age group and each sex group. With one exception, the unemployed were either keeping house or disabled. Forty-two of the initial contacts between Adult Basic Education and the students were made by the Counselor-Aides.*

*For supportive data, refer to Appendix pages 35, 36.

REFERRALS MADE BY CARROLL COUNTY COUNSELOR AIDES

Assistance in the following areas was given by the counselor-aides in the process of helping adults:

1. Obtain an eighth grade certificate to qualify for

   a. nurses training
   b. beauty operator's license

2. Receive a social security card.

3. Enroll in the General Education Development class when too advanced for Adult Basic Education classes.

4. Enroll in the business class when this is their only interest.

5. Continue their education, after they receive their G. E. D. Certificate by entering a community college or a vocational trade.

6. Secure and fill out job applications.

7. Stay informed on the G. E. D. testing dates.

8. Receive food from the Surplus Commodity Distribution Center when needed.

9. Secure literature and instructional material when the need arises.

10. Keep informed of school, church, and civic opportunities in their communities.

Client Evaluations

A. A middle-aged widow, enrolled in the Adult Basic Education Class for two years, was granted the opportunity to enroll in a licensed practical nurses' training program, provided she could show evidence that she had the equivalent of an eighth grade education. Based on the ABLE test Level II, she had attained an achievement level of 9.0+. She has been accepted in the class, but has to take additional instruction in the field of science.

B. In the community of one of our Adult Basic Education centers, the class night was scheduled on the night of a church service. Because of their desire to attend both meetings, the people in the community changed the church service to another night.

C. At the beginning of an Adult Basic Education class, there was a middle-aged man that enrolled who had never attended school at all, because of the distance he would have had to walk. Through the years he had learned to count money and had become a good mechanic in a local garage. After attending Adult Basic Education classes for about two months, instead of signing his pay check with the usual "x", he wrote his name. Upon presenting the check to the bank teller, he found that his check was refused acceptance without the manager's okay. At the manager's request, he satisfied the bank by signing his name in their presence. This student has also learned to read several words. He stated, "I feel a little bit of learning is better than none."

D. One of our maturing ladies decided to try for a High School Equivalency Certificate. Having reached age fifty, this step was definitely a challenge to her. So she enrolled in the Adult Basic Education program, studied diligently for a few months, and attempted the G. E. D. test.

When the evening classes began, in preparation for the G. E. D. exam, this student enrolled for further study. On the first try she passed four of the five parts, missing science by only one point. Achieving so much in such a short time encouraged this individual to make application for taking the test required of a census taker. She has passed and has been accepted. In the meantime, she has retaken science which she passed. This is the first job she has ever held--which all goes to prove that a person can achieve a goal if the real incentive is there.

E. After encouragement from one of our counselor-aides, a lady who worked as a nurse's aide enrolled in an Adult Basic Education class. She stated that her husband kept telling the grandchildren, "Granny's gonna flunk out." This only caused her to study harder and, after a year in class, she reached the achievement level of 9.0 and applied for enrollment in a nurses' training class but was not accepted. However, due to her experience as a nurse's aide and the fact that since then she has passed the G. E. D. tests, this lady is being permitted to take the Practical Nurses' State Board Exam.

F. When one middle-aged man entered Adult Basic Education classes, his reading ability was very limited and his goal was to learn to read the Bible. One night a Counselor-Aide visited his class and he insisted upon reading for her with much pride in his improvement.

## State Support

The Virginia State Department has granted permission to other Adult Education programs to employ an Adult Education aide part time in a capacity similar to the counselor-aide position.*

*For supportive data, refer to Appendix page 38.

VABE - AM 70/13
January 15, 1970

ADMIMISTRATIVE MEMORANDUM

TO: Local ABE Supervisors

FROM: Gordon H. Fallesen, Supervisor of Adult Education
Phyllis F. Byrd, Assistant Supervisor of Adult Education
Claiborne B. Leonard, Assistant Supervisor of Adult Education
William M. Moore, Assistant Supervisor of Adult Education
William C. Pursley, Assistant Supervisor of Adult Education

SUBJECT: Counselor Aides

Since student recruiting is one of the major problems facing all ABE Program Administrators and since many requests have been made concerning the availability of funds for this purpose the following plan has been devised:

When recommended in writing by one of the state staff members, a counselor aide may be hired. The duties of this person will be to recruit new students for the program and to follow up absentees. The counselor aide may only be employed when enrollment is such as to justify special recruiting methods and then only if funds are available within the approved local ABE budget.

Funds assigned for teacher aides are to be used, when approved, for this purpose.

If a counselor aide is approved, this position is to replace one teacher aide.

## RECOMMENDATIONS

For future strengthening of the Counselor-Aide Program in Carroll County, the following recommendations have been made:

1. More widespread publicity, including announcements on bulletin boards, an intensified slide presentation, more frequent radio programs or spots, newspaper spreads, posters, and a wider coverage with brochures and displays.

2. A re-evaluation of existing Adult Basic Education centers and re-location where deemed necessary.

3. More intensive record keeping.

4. Counselor-aides should become better informed regarding available materials for and methods of instruction in Adult Accelerated Learning Education Center.

5. More visual materials prepared for use in explaining program, especially for industry and home visitation.

6. Explore the availability of, and participate in, college classes which will be of more value to the counselor-aides than some undertaken in the past.

7. Follow-up of the recipients of G. E. D. certificates, to determine any improvement in their economic and social levels.

8. Arrange conferences with high school guidance personnel to secure information on previous dropouts who can benefit from the offerings of the Adult Education Program.

9. Confer with welfare superintendent to secure names of persons who can be helped to improve their economic status.

10. Arrange for annual eye and ear examinations of Adult Basic Education students in an effort to detect any deficiencies which may be a deterrent to learning and to provide a means of correction for deficiencies found.

May 12, 1970

CARROLL COUNTY ADULT BASIC EDUCATION
DEMONSTRATION CENTER MODULE STATISTICS

Please complete this form and include it in your May 31, 1970, final report and future interim and final reports.

I. DEMONSTRATION PROJECT

NAME Counselor Aide

ADDRESS Federal Programs, Hillsville, Virginia 24343

DIRECTOR(s) Joseph N. Berry
Gary L. Lowe, Assistant

II. GEOGRAPHIC AREA

List the counties your demonstration project serves:

| | |
|---|---|
| Carroll County | |
| City of Galax | |
| | |
| | |
| | |

III. TEACHERS

| | Full-time | Part-time |
|---|---|---|
| Number Employed During 1969 - 1970 Year | | 10 |
| Number Employed at End of 1969 - 1970 Year | | 9 |
| The Average Hours Worked Per Week | | 6 |

IV. STUDENTS

| | |
|---|---|
| Number Enrolled During 1969 - 1970 Year | 72 |
| Number Enrolled at End of 1969 - 1970 Year | 56 |
| Average Hours of Attendance Per Week | 6 |

V. PROJECT ADMINISTRATORS

| | |
|---|---|
| Full - time | 0 |
| Part - time | 3 |
| Average Hours Per Week | 6 |

VI. OTHER STAFF

| Staff Title | Full-time | Part-time | Average Hours Per Week |
|---|---|---|---|
| Counselor Aide | 2 | | 40 |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

CARROLL COUNTY ADULT BASIC EDUCATION DEMONSTRATION CENTER
STUDENT INFORMATION SURVEY

The teacher, counselor, or other staff member will interview and fill out this form for each participant.

Name Summary of Carroll County

Address Hillsville, Virginia 24343

Telephone No.

---

1. In what year were you born? 18-30 (20) 31-45 (25) Over 45 (27)

2. Sex (Check) Male 35 Female 37

3. Race (Check) White 61 Negro 11 Other 0

4. Marital Status (Check) Single 6 Married 60 Widow 4 Divorced 2

5. How many children do you have at home? Of 72 people enrolled, 30 had 0; of the 42 remaining, the average was 2.3

| NAME OF CHILD | AGE |
|---|---|
| | |

| Children | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|
| ABE students | 30 | 20 | 8 | 6 | 4 | 0 | 2 | 2 |

6. How many years have you lived in the Community? Average 14, 49 natives

7. Highest grade completed in school. 0/1;1st/2;2nd/2;3rd/4; 4th/5;5th/0;6th/9;7th/27;8th/13;9th/4;10th/2;11th/3

8. What is your primary occupation? Factory worker & housewife

9. What is your current work status? (Check)

50 ( ) Employed full time
3 ( ) Employed part time
2 ( ) Unemployed but seeking work
17 ( ) Not seeking work - Unemployed
0 ( ) To be placed through this project

10. If not employed full time, the main reason is (Check)

1 ( ) Unable to find work
14 ( ) Keeping House
( ) In School
( ) Retired
4 ( ) Disabled
( ) Other (Specify)_____

11. How was the contact between ABE and the participant made?
42, counselor-aides; 12, teachers; 2, News; 1, Headstart PTA
10, C. A. P. Social worker Aide; 4, Friend or relative;

12. Reason for participation in ABE? See Appendix

13. Has the participant been enrolled in ABE before?

Yes 28 No 44

CHARACTERISTICS OF THE CARROLL COUNTY ADULT EDUCATION STUDENTS

1. Voluntary Attendance
2. Part-time 5 hours/week
3. Been out of school for several years
4. Over 18 years of age - thus wide age span
5. Has not completed the eighth grade in subject areas
6. Past school record should not hinder his return
7. Serious in his decision-making
8. Highly motivated or he will not attend
9. Income level-poverty to affluent
10. Seriousness of purpose
11. Expect current, workable information
12. Each action must have a purposeful reaction
13. The goals cover the widest of ranges
14. Sensitive about their lack of competence

## STUDENT COMMENTS ABOUT ADULT BASIC EDUCATION

(Positive and Negative)

The student comments are based on the counselor aides follow-up visits to Carroll County Adult Basic Education students who for various reasons dropped out of the Adult Basic Education program or who have or are in the process of finishing the Adult Basic Education Program.

I. POSITIVE

1. People should take advantage of such a 'golden opportunity'.
2. They appreciate the fact that it is free.
3. The majority feel they are really learning something.
4. Everyone enjoyed meeting other class members.
5. They like for the teacher to show a personal interest in them.
6. It has helped them to keep-up, educationally, with their children.
7. It is a wise way to spend your time.
8. The program, in general, is very worthwhile.
9. They can read and write more efficiently than before.
10. It has helped them in keeping their financial records at home.
11. It is a good pastime.
12. They felt the subjects were appropriate and interesting.
13. It has helped to increase personal effectiveness in public and private speaking.
14. It has helped adults gain employment when they were unemployed.

II. NEGATIVE

1. Some feel they aren't learning anything.
2. It makes some nervous.
3. The ones that work feel they can't afford the time.
4. Some attended Adult Basic Education for several years and still couldn't pass the G.E.D. tests. They felt they had been cheated.
5. Adult Basic Education doesn't teach the things needed to pass the G.E.D. tests.
6. Several students think they should have modern math in the Adult Basic Education classroom.
7. Some feel they were started in the wrong textbook.
8. Tests upset them.
9. Some ladies don't like driving after dark.
10. A very few don't like certain personnel.
11. Some fail to realize the importance of education.
12. Some think they will be embarrassed in front of friends because of their ignorance.
13. A few felt they weren't getting enough attention.
14. A great number of people believe you can't learn after you reach a certain age.

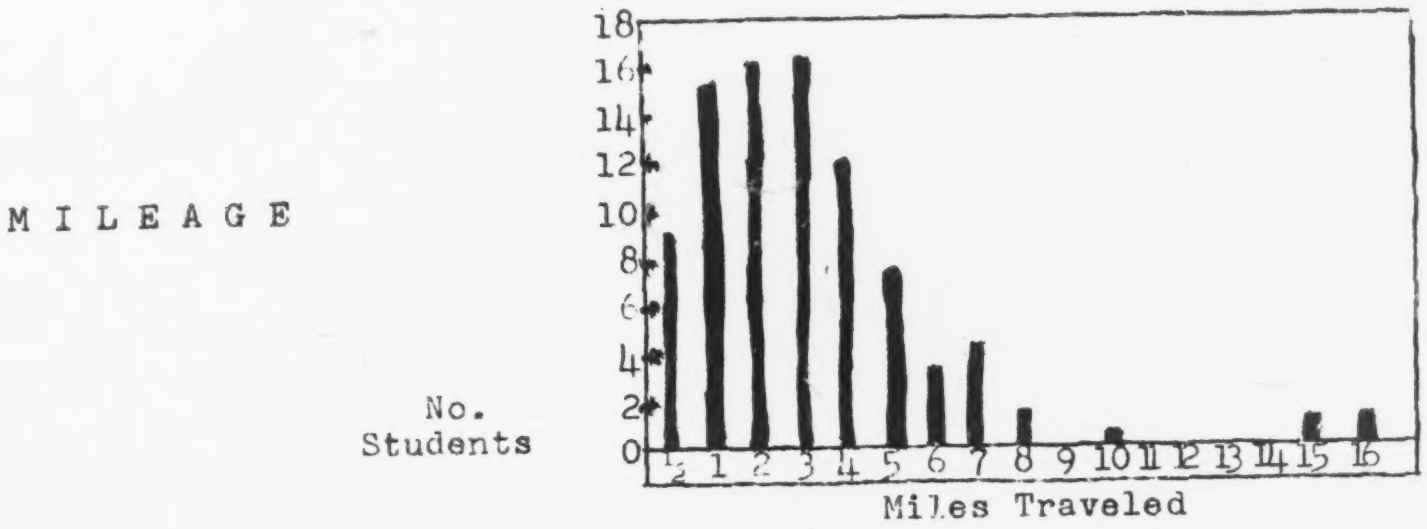
## CHANGES IN BEHAVIOR EXPERIENCED BY THE ADULT BASIC EDUCATION STUDENT

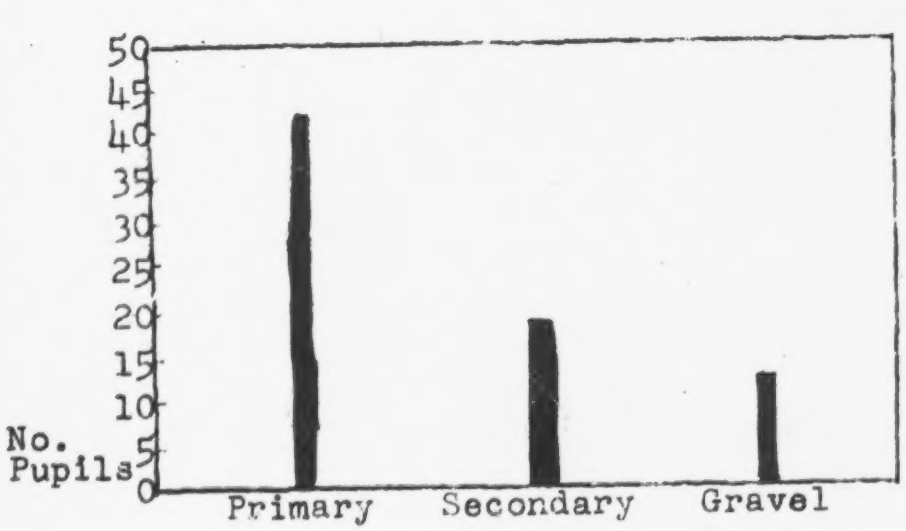
The following list of Adult Basic Education student changes in behavior were expressed by the Adult Basic Education student to the Carroll County Counselor Aide or to the Adult Basic Education teachers or observed by the Counselor Aide while performing their duties.

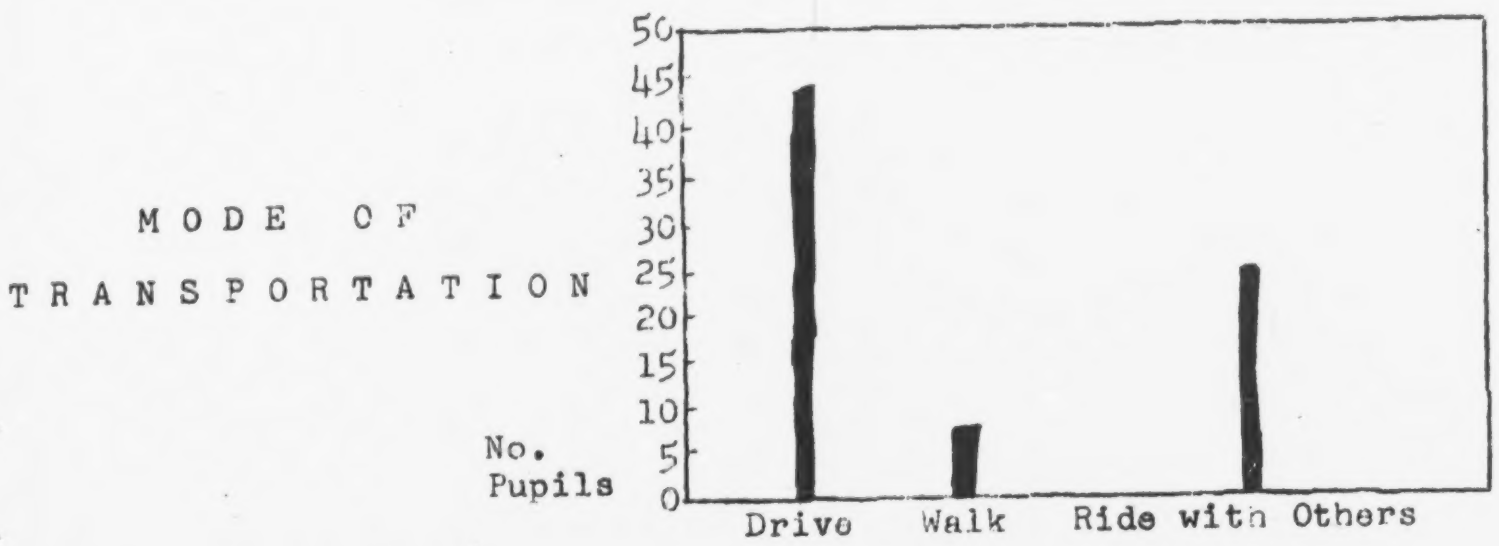
1. Stronger feelings of well being, worth, security in a new group situation, and self-respect.
2. Better class attendance.
3. Overcome the fear that he can no longer learn.
4. Closer tie with the school community.
5. Better support of education for self and children.
6. More active membership in community groups such as the Parent Teacher Association, Home Demonstration Club, Veterans of Foreign Wars Auxiliary, etc. (One Adult Basic Education student became president of his Parent Teacher Association.)
7. Freedom to indulge in cultural programs.
8. Become more aware of available services.
9. Increase the academic level in the communicational, and computational areas including reading and science.
10. A greater awareness of modern audio-visual, programmed and individualized approach to education.
11. An awareness that formal education need not be so formal and can be pleasant.

Student Effort to Attend Classes

TRANSPORTATION



REASONS FOR LEAVING PUBLIC SCHOOL

The following reasons were given by Carroll County Adult Basic Education students for leaving public school.

To help make the family's living

Couldn't learn

Weren't interested

Parents didn't insist that they go

To join the Army

To get a job

To get married

Just got tired of school

Poor health

Some said they didn't have a reason

No transportation

REASONS FOR ENTERING THE CARROLL COUNTY ADULT BASIC EDUCATION PROGRAM

Counselor Aides and Adult Basic Education Teachers interviewing adults who are entering the Carroll County Adult Basic Education Program for the first time were given the following reasons by the adults for entering the program.

To attain a G. E. D. Certificate

To learn more

To help with children's homework

To learn more math

To learn to read and write

To get a better job

To continue their education

To carry on better conversations

To pass the time

To further education

For more knowledge

Pleasure in going

To better self

To find out what was going on

To learn better English

To be able to enter nurse's training

Because they failed the G. E. D. test

To get an eighth grade certificate to enter nurse's training or to receive a cosmetology license

To pass specific parts of the G. E. D. test

## OCCUPATIONS OF CARROLL COUNTY ADULT BASIC EDUCATION CLIENTS

Furniture Factory
Lumber Company
*Textile Worker
Self-employed
Construction
*Housewife
Hospital Aide
Owns and Manages Business
Carpenter
Sawmill Worker
Mechanic
Heavy Duty Machine Operator
Sheet Metal Worker
Car Salesman
Prison Guard
Powder Plant
Waitress
Baby-sits
Dairy Farmer
Electrician
Telephone Co.
Orchard Worker
Bus Driver
Supervisor
Cosmetology
*Factory Worker
Salesman

Unemployed
Disabled
Retired.

*The most frequent occupations of the Carroll County Adult Basic Education Student.

ERIC Clearinghouse
OCT 11 1971
on Adult Education